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Woman's Contribution To Education

Journal of EDUCATION

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May 13, 1929

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR MAY 13, 1929

EDITORIALS:—
- Atlantic City in February 525
- Important Question 525
- Four Million Unkindergartened 525
- Rafter and Campbell 526
- Who, What and Why? 526
- Buffalo's Leadership 526
- Gallery of Commissioners 526
- Highest Idealism 527
- Gordinier and Millersville 527
- President Lowell at Ease 527
- Baltimore's Achievement 527

BELDING'S PAGE 528
- Longer Schooling 528
- Voice and Accent 528
- Edison Scholarship 528

WOMAN'S CONTRIBUTION TO EDUCATION 529
By Mabel Carney

THE BEARING OF HEREDITY ON CHARACTER 530
By Mary E. Lynch

WHENCE COMETH KNOWLEDGE? 532
By W. K. Main

SOUR GRAPES 534
By John Liston

TEACHING PLUS 536
By Virginia Shawkey Weeks

THE VALUE OF EXAMINATIONS 536
By S. E. Weber

GET OUT OF DOORS (Poem) 537
By Edgar A. Guest

MILITARY TRAINING IN THE SCHOOLS 538
By Arthur Dean

CHARACTER CHATS 539
By Joseph B. Egan
- Love—I 539
- Love—II 539
- Love—III 539
- Love—IV 540
- Love—V 540

GLADNESS OF NATURE (Poem) 540

EDUCATION IN ACTION 541

TREND OF THE TIMES 543

THE BOOK TABLE 544

GRINS BETWEEN GRINDS 545

JOURNAL MAIL BAG 546

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EDITORIALS

Atlantic City in February

THE choice of Atlantic City for the meeting of the Department of Superintendence in 1930 should give universal satisfaction. President Cody is to be congratulated upon the opportunity to make a program for this meeting. There is no place where it is easier to make a great program, and no meeting place is more attractive in February than Atlantic City.

Important Question

IN OUR issue of May 20 will appear several interesting answers to the question, "Are High Schools Sufficiently Democratic?" The inquiry is extremely pertinent. More and more the public high schools are becoming the training ground of citizens. Children of the poor rub elbows there with children of the rich. Children from cultured homes mingle with those from uncouth homes. Children of aliens and children of native Americans—all the elements which compose our heterogeneous population are represented in the high schools.

Are the high schools teaching these young people to dwell together on the footing proper to a democracy? Do snobbery and social distinctions creep in? Are the schools doing all that they should do to cultivate a democratic spirit? Is there, perchance, such a thing as "too much democracy" in a public school?

Our readers will enjoy the replies which we are to print next week. An opportunity will be given for any to contribute their views who may wish to do so, as the discussion will be continued in one or two subsequent issues.

Four Million Unkindergartened

MORAL habits and attitudes are formed in kindergarten years.

P. P. Claxton when United States Commissioner of Education answered the tax dodger's statement that "We cannot afford kindergartens" by saying: "We cannot afford not to have kindergartens."

Superintendent A. H. Hughey says: "We are likely to determine in the kindergarten age whether a child will be burglarizing my home or governing my community thirty years from now."

Bessie Locke, National Kindergarten Association, 8 West Fortieth Street, New York, will help *you*

to help four million more children to help save the United States in the next thirty years, and every year thereafter.

You need her help more than she needs yours.

Rafter and Campbell

THE retirement of A. L. Rafter as an assistant superintendent of schools, Boston, because of the age limit, seventy years, retires the member of the Board of Supervisors of longest service, and considering his service as principal and on the Board of Superintendents one of the most distinguished public school men of the city.

Patrick T. Campbell, unanimously elected as an assistant superintendent to fill the vacancy made by Mr. Rafter's retirement, has won nation-wide fame by the remarkable record of the Boston Public Latin School under his administration since 1920, during which time it has ranked highest in its history in the preparation of students for college, and the average success of the school candidates at examinations, given by the college entrance examination board, has jumped from 73.4 per cent. to 91.4 per cent. The Latin school has won for four years in succession the trophy offered by Phi Beta Kappa Society of Harvard College to that school whose students secure the highest average in the June entrance examinations. During these four years no school has won second place more than once.

Mr. Campbell graduated from the Boston Public Latin School in 1889 and from Harvard University, magna cum laude, 1893. In 1897 he became junior master of the Boston Public Latin School, so that he has been on its faculty thirty-two years.

Personally, his appreciation, locally and nationally, is in every way as significant as his professional attainments. His election is satisfactory in every way to every one, and does great credit to the School Board, that was unanimous in its selection.

Dean W. F. Russell of Teachers College makes good the expectation that he would recognize talent in young men. Paul R. Mort is appointed director of the School of Education, succeeding the late Robert J. Lincoln. He gets to the top before he gets in "Who's Who."

Who, What and Why?

DR. FRANK D. BOYNTON of Ithaca is always doing something that needs to be done. His latest is an attempt to find who are being taught who should not be taught. What are we teaching that we should not teach? What subjects should be omitted or reduced, and how much reduced? Who should delete what should be deleted?

How can the changes be made to apply to all children regardless of economic or social status and to all schools of whatever type?

Dr. Boynton publishes minutely the program of the Ithaca schools, about fifty opportunities. He asks a multitude of teachers, parents, and "important" citizens to "delete" with reasons for deleting.

He says: "Forty years ago, when I was in school, there was the single program through which all children were driven or driven out of school. No thought was ever given to adapting the child to his task. Vocational guidance through arrangement of studies was never heard of. Tradition dictated to the schools and orthodoxy prevailed undisturbed. School was a place to be avoided, where everything was done to make tasks disagreeable. Tardiness and truancy were of everyday occurrence and the birch rod ruled the day. This isn't imagery, it's history; I was there."

Buffalo's Leadership

BUFFALO'S educational leadership is broader and higher every year. Superintendent E. C. Hartwell is at the forefront of city administration in every phase of leadership. President S. P. Capen of Buffalo University is serving the city academically, vocationally, and inspirationally in an ideal way.

Now the State Teachers College, Dr. Harry W. Rockwell, president, has a physical plant and equipment unsurpassed in the country and a faculty that is up to the minute in every way. The summer session, July 1 to August 9, is one of the most complete in its program for academic and professional service of teachers in service and for students for professional service that we have known in any college or university.

Gallery of Commissioners

THE alumni of the School of Education of New York University have presented a portrait of Chancellor Elmer Ellsworth Brown to the United States Bureau of Education for its gallery of the Commissioners of Education.

Dr. John J. Tigert, as Commissioner, planned this gallery. The only Commissioner of Education with a picture of any kind was Dr. Henry Barnard.

Dr. Tigert had public exercises for the reception of portraits of Dr. Harris and Dr. Claxton when the Department of Superintendence was in session in Washington. There have been few as impressive scenes as when Dr. Claxton's grandson unveiled Dr. Claxton's portrait.

The presentation of Chancellor Brown's portrait by Dr. John J. Loftus, president of the Alumni Association, to Commissioner William John Cooper at a banquet of 600 members of the Association was most impressive.

To those who remember when President Theodore Roosevelt brought Dr. Brown from the University of California to the Bureau twenty-three years ago, it is eminently gratifying to have his portrait in the elegant new quarters of the Bureau.

Highest Idealism

PROFESSOR HARRY STEENBOCH of the University of Wisconsin will demoralize the profession if he is not promptly curbed. A check for more than ten thousand dollars recently came to him by way of royalties, and he turned it over to the university on the ground that his time and service belongs to the university, and whatever he earns professionally belongs to them. He has made eleven, or more, famous discoveries, chief of which is investing food with the ultra-violet ray, or Vitamin D, without affecting the taste of the foods. This makes it possible to take sunshine in on eats. His discovery of royalty ethics is really alarming.

Toledo is to celebrate the seventy-fifth anniversary of the establishment of the first high school.

Gordinier and Millersville

DR. CHARLES H. GORDINIER, principal of Millersville, Pennsylvania, State Normal School, takes advantage of the voluntary retirement privilege, and at sixty-two years of age joins the faculty of the Beckley College, Harrisburg.

Millersville is one of the three types of Normal Schools that have dominated the State Teacher-Training institutions of the country, and Dr. Gordinier has had vital part in guiding its course for the last eighteen years. He will retire from active service in September.

President Lowell at Ease

AT THE Massachusetts Schoolmasters' Club President A. Lawrence Lowell of Harvard was fascinating in the ease with which he reveled in suggestions sane and scintillating, recalling experiences and observations as teachers university president, member of the Boston School Board and business man.

We quote a few stray sentences:—

"Education is self-education, and all that one gets out of it depends upon what the student puts into it."

He hit the credit craze the hardest blow yet. "The trouble with the human brain is that it is a leaky bucket. We should measure what he retains. We are too often educational bootleggers, taking pay for what the student thinks he is getting."

"We deceive ourselves into thinking that there are educational principles of universal application. This is no more true in education than anywhere else."

"The student has no normal interests. The only interest that he has when he is born is eating. Trying to find what will interest the child is likely to end in finding that the nearest to nothing you have him do the greater is interest, and the result is that he gets nothing worthwhile out of his school life."

"Intelligent effort is the measure of success in education."

"Education is the creator of interest in that which will be worthwhile in the student in his life."

"We are saying too much and doing too little."

"A parrot will learn to say anything if you will have a machine repeat it often enough. There is no education in it. There is no education necessarily in saying the multiplication table or repeating a translation of Virgil."

"Education increases ability to learn what it will be worthwhile to learn any time that one has an opportunity to learn it."

"Snap courses demoralize the college work. Easy courses should be made the hardest."

"Morale is the real test of education. It is not so much what is learned, but the appetite it creates for learning something more. It is the spirit with which students go out to face the problems of life."

"Teachers are doing more for humanity than anybody else. We are not going to do less, but more. We are not going to abandon what we know will work, simply because some one wants us to try some new thing. We will not throw the life-saver overboard simply because we have no use for it now. Something else on the steamer may appear more attractive, but we know the value of the life-saver in an emergency. The schools and the teachers are America's reliance in times of stress and strain."

Baltimore's Achievement

WE HAVE known Baltimore intimately educationally for forty-three years, and we have known other cities, so that we can speak safely comparatively, and it is with keen satisfaction that we say that there is no city in which the university does so much for the public schools officially professionally as Dr. Edward Franklin Buchner and his associates do for the schools of Baltimore.

It is, perhaps, a more important statement that there is no city in which the public schools do as much for a university officially and professionally as Superintendent Weglein and his associates do for the College for Teachers of Johns Hopkins University.

Belding's Page

LONGER SCHOOLING.

ONE of the most obvious facts about American schools is that boys and girls remain at school longer than was the custom in the past. High school attendance has doubled in a decade or less.

National prosperity is usually named as the first cause of the phenomenon. Another reason assigned is the increasing need of schooling if youth is to compete with other youth that has been amply trained. The competitive purpose is a false note, to be sure, but it is one which is often sounded, and it does affect continuance in school.

Another factor, less frequently named, is the inviting attitude of the modern school itself. No attempt is made to have education formidable, repellant, exclusive. No longer are the children who drop out by the wayside regarded as impossible cases. Rather do the schools blame themselves for each discouraged child, each child who fails. In such an atmosphere of sympathetic attention many boys and girls continue to enjoy school who would otherwise have dropped out much earlier.

VOICE AND ACCENT.

ALARM has been expressed in England over the American "talkies." The peril is the American voice and accent. Effort will be made by British statesmen to prevail upon the minister of education to exercise a strict censorship upon the talking films from the United States. English children must not have their accents perverted by the speech-ways of the Yankees.

Patrictism bristles at the suggestion that any vocalizing of the English language could be better than our own. Most of us share somewhat the viewpoint of the American girl, visiting in England, who confided to an English acquaintance that she "just loved to hear the English accent." Naturally the English think ours the queer accent, theirs the proper one.

Thoughtful Americans, as well as British, have been worried over the talking pictures, for a very similar reason. Screen actors, as a class, have not heretofore cultivated the art of speaking. Many American actors on the legitimate stage have developed well modulated tones and clear enunciation. The influence of talking pictures upon the spoken word of the masses may not be what we wish it to be.

Radio is already exerting a tremendous influence upon popular speech. Realizing this, one public-spirited group offered prizes for the radio announcers employing the best diction.

American schools, taken as a whole, have devoted too little attention to cultivating the speech habits of the children. Harsh voices, with slovenly enunciation, are far too prevalent among the rising generation as well as the older generation which came through the schools.

The trouble is to train up a million teachers who will set the right example when talking in the classrooms. To produce teachers whose speech is worthy of imitation is a large order. A portion of time at institutes and summer schools might well be given over to this phase of instruction. We have had too much "elocution" in this country, and less than enough "locution." A great many Americans feel as if they are putting on "airs" if they speak in mild, pleasant tones, with rough corners ground off. What seems an affectation may deserve to become a standard.

EDISON SCHOLARSHIP.

EDISON was mentioned on this page a week or two ago as one of the nation's unofficial educators. Since then he has accentuated his influence by asking the Governors of the states each to select a high school boy, best representative of American manhood and most proficient in scientific studies, as candidate for a scholarship to be awarded by the inventor.

Edison is thus turning the nation into a laboratory for the purpose of selecting in a roughly scientific manner a genius capable of succeeding himself.

Edison's logical successor will not be one of these picked youngsters, but a number of different men, some of whom may be working in his organization today.

But no one can deny the effect of the Edison scholarship or the Edison questionnaires, in attracting the attention of youth to technical studies. No doubt some of our schools, too, have been stirred to give more time to the imparting of factual knowledge. This is less important, of course, than the development of ability to meet situations and to solve problems.

An engineer on a desert island, without books of any kind, should be able to produce from memory and reasoning the tools needful to any simple engineering task. But engineers in ordinary circumstances rely more upon the facts and formulas they look up than upon those stored away in their heads.

A head may be crammed to bursting with information without being able to add a single creative thought to the world's progress. Edison, of course, would be the last to deny this. Yet he has been stressing the need of memorized data.

Anson W. Belding

Associate Editor.

Woman's Contribution to Education

By MABEL CARNEY

HAS woman *made* a contribution? Some would doubt it. If so has her contribution been *distinctive?* Still greater doubt. If distinctive, *wherein lies its distinctiveness?*

Not in published pages of print, nor in gigantic tasks of educational administration, nor even through ingenious schemes for measurement and rating. Certainly in none of these fields can women claim superiority over men—or even parity with them. True, in the realm of educational writing we have our Goodsells and our Hollingsworths, our Broadhursts and our Helen T. Woolley. But where are our Bagleys and our Cubberleys, our Strayers, Judds and Monroes? In administration, also, we point with pride to our Susan B. Dorsey, our Lida Lee Tall, and Sarah Louise Arnold, but here in particular the list for honorable mention is exceedingly brief, and contains at best no James E. Russell or Nicholas Murray Butler. In the newer field of measurement note our Cunninghams and Presseys; but where is the feminine counterpart of Edward L. Thorndike or Lewis Terman?

But *women assist men,* I hear some of you say, and thus have a large part in their creative activity. The surgeon in the operating room, the business magnate in his office, the over-burdened superintendent in the public school system; what could any of them do without a well-trained nurse, a competent secretary, or an efficient and devoted corps of teachers? "If there is any one thing," declared a Dakota farmer's wife when chided for a lack of interest in woman suffrage, after cooking all week for a crew of threshers—"If there is *any single thing* the men *can do by themselves,* I'm in favor of letting them do it!"

Isthis then woman's distinctive contribution to education? This lesser imitation of man, on the one hand, in those fields where he has already established an advance leadership? If so, we still make a sorry showing. Or does this mere assistantship in laboratory, office or schoolroom—this reputed aptitude for detail and drudgery—represent the highwater mark of feminine achievement? Most assuredly not! disclaim women of spirit everywhere, pointing to the irrefutable evidence of what their sex has already attained in the few brief years of its intellectual emancipation.

The distinctive contribution of women to education is their regard for human values—their basic, innate realization of the fact that the individual human soul is the be-all and end-all, not only of education, but of civilization and of life itself!

Glance back through the corridors of time and this truth becomes increasingly clear. From the cave to the skyscraper, in every land and throughout all ages, woman, the creator of life, has held it ever in highest regard. Pharaoh's daughter with the infant Moses, the Virgin Mary with the Christ Child, the pioneer mother with a babe on one arm and a gun on the other, Mary Lyon unlocking college doors, Naomi Norsworthy in the classroom, Grace Dodge at a trustees' meeting, Adelaide Nutting in a hospital ward, and Patty Hill before a kindergarten circle—all are but figures in this pageant of womanhood and symbols of the distinctive contribution of their sex.

So universal and historic is this expectation of women that feminine quality everywhere has come to be measured in terms of this fundamental characterization. When women succeed they find their highest and best success in the realization of this ideal; and when they fail it is here that they reveal the most deplorable and heart-breaking evidence of failure, not only to the world at large, but to the innermost, secret consciousness of their own best selves.

In this it is not meant to imply that women hold a monopoly of human values. Nor that countless men do not share or—like Dewey and Kilpatrick—even lead in this humanizing influence of our schools. The thesis here is simply *that women, in general, see the vast significance of this matter a little more clearly and readily than men, in general,* and that they are struggling desperately and instinctively, against great odds, to maintain this stand. That they should do this and have reasonable help toward this end is of greater consequence today—in this machine-mad, standardized age, when even strong men break prematurely—of greater consequence *now* than ever before.

All credit, then, to our masculine colleagues for their noteworthy achievements in education! We bow to them in administration, in costs, and tests, and rating scales. But these are not *ends* in education: they are but *means* to the larger and *more important ends* of developing personality and individuality.

In our present social order these more important ends are gravely endangered. Here is a situation challenging all that is most *sacred* to women. May we as women rise to this challenge and remain true to our age-old trust! Thus, and thus only, can the women of our profession today, as in all callings, and throughout all generations, continue to make their best and most distinctive contribution to education, and to all civilization—*as givers of human life and guardians of human values!*

The Bearing of Heredity on Character

By MARY E. LYNCH, M.A.
Boston

CONFLUENT with the ever-increasing stream of inspiring material which aims to foster character training in our schools we find a widening stream of pseudo-scientific articles which imply that such training is utterly useless. We find it predicted that mankind is swiftly heading toward disaster unless heroic means are taken to stop the propagation of families with criminalistic tendencies. The very fact that the anti-social nature of criminal action makes the individual less fit for survival seems to be totally disregarded. By means of over-simplification of the Mendelian laws, we are provided with precise mathematical formulae for predicting the character of the offspring of criminals. This gives a dangerously misleading idea of the importance of heredity as compared with that of environment. However, it is to be expected that the striking interest of Mendel's Law and the novelty of the science of genetics would be followed by many errors of writers whose enthusiasm is greater than their knowledge.

Nevertheless, there is no doubt that many characteristics are more or less generally subject to the principles of Mendel's Law, but each one has to be determined separately by experiment.

Environmental conditions determine which of the many sets of characters which he has inherited a man will develop. The characteristic, then, is not itself inherited, but the material which under certain conditions will produce it is inherited.

Concerning the physical part of man, we may safely say that the parts of the body, including the nervous system with all its parts and capacities, are inherited. Of the two, the nervous system is the more adaptable, since it comes into closer contact with environment of all kinds. Hurst* gives an interesting list of characters in man which are believed to be subject to Mendel's Law. They are all physical with the exception of musical and non-musical temperament. Other geneticists list mental ability as a most faithful adherent to the laws of heredity, but recent studies published in the twenty-seventh yearbook of the National Society for the Study of Education show that even here environment is a surprisingly potent factor. In spite of this we can be safe in saying that its effects are shown only in a limited range where mentality is concerned.

Nevertheless, heredity is of small importance, beyond a good physique and normal mental powers. The real determination of moral character begins after birth. For this reason a social inheritance which appears in each succeeding generation may be mistaken for a biological inheritance, but it will disappear, if the environment is changed. Watson holds that environment is all important in determining the character of the individual. He agrees that there is no real evidence of the inheritance of traits, and that if he were given a dozen healthy, well-formed babies, and could completely control their environment, he could make any type of specialist of any one of them. That is, regardless of talents, tendencies, abilities, vocations and race of the ancestors, he could make the child a doctor, lawyer, artist, or even a beggar or thief. Adler of Vienna also insists that the development of individual character depends upon environment rather than heredity. He demands that each child be studied, and that the right technique for bringing out and fostering desirable traits be determined. Much harm has been done by the old inexorable idea of heredity. It forces the child to conform to a particular type of behavior and prevents him from attaining free development. The worst side of this is that it works much more powerfully against the child of questionable antecedents than it does for the child of desirable ancestry. The very encouraging truth is that correct training in early stages will obviate everything except actual structural defects which are inherited. It is a known fact that many behavior problems are due in considerable part to such defects, but the total per cent. of criminals caused by them is a small proportion of the whole number. There are, nevertheless, many people who would have us believe that all criminals are law-breakers because of inherited physical defects.

In refutation of such arguments one case of a reformed wrongdoer is sufficient, but there are thousands of cases to support the contention that heredity plays a decidedly minor part in the question. Even with the notorious Jukes family it is almost impossible to determine the part of environment and mental deficiency in building up the statistics which make such a spectacular weapon in the hands of heredity enthusiasts. The man who did the original work with the Jukes clan says: "Where the organization is structurally modified as in idiocy, insanity, or organically weak, as in many diseases, the heredity is the preponderating factor in determining the career; but it is, even then, capable of marked modification for better or worse by the character of the environment." *Yet we find his statistics used to directly contradict his conclusions.

* "Experiments in Genetics," C. Hurst: Cantab. Press, 1925.

* "The Jukes," Dugdale: Putnam, 1910.

Although it is a rather unsatisfactory subject for actual observation, Dr. Edith Spaulding ** has made an interesting study of the heredity of criminalistic tendencies. She has found that with youthful delinquents, knowledge about the family traits, early characteristics, and environment help in the treatment of the offender. She studied the data of one thousand cases, but found that only six hundred and sixty-eight provided information which seemed to justify the conclusion of causal factors. Two hundred and seventy-one cases showed no previous criminalistic tendency in the family. Two hundred and forty-five cases showed strains of epilepsy, feeblemindedness, or other mental defects in the family. The remaining one hundred and fifty-two came from families with previous cases of criminality, but she could gather no facts to prove the inheritance of criminalistic tendencies from them. The following list shows the predominating causative factors influencing this last group.

"Offender distinctly psychopathic or neuropathic with heredity of this type.....	42
Offender victim of faulty developmental factors with serious sequelae.....	3
Cases in which the environment was extremely faulty, similar to that causing delinquency where there is no criminalistic heredity. (It is interesting to note that in many of these cases the faulty environment is undoubtedly the result of defective physical or mental conditions on the part of parents, even when there is no proof of defective transmission to the child)	61
Cases in which there is some inheritance of defect plus very bad developmental conditions or faulty environment.....	17
Cases in which bad environment is combined with faulty developmental factors..	2
Cases in which, aside from criminalistic tendencies there are peculiar mental characteristics, not traceable to inheritance....	3
Cases in which the factors are so complicated that they cannot be discriminated in value for the individual case; however, these are factors of importance outside of criminalistic heredity.....	9
Cases not included in the above.....	15
	152

Every one of the fifteen cases in the last class was complicated by the presence of other predominant factors than criminalistic behavior. Some of these factors could be traced to heredity, others could not. All of them would help in producing delinquency, while many of them are the sole cause in other of the above classes. The results of Dr. Spaulding's study support Aschaffenburg's summary of his work on the subject: "This makes it possible to dispense with the hypothesis that criminalistic tendencies, like artistic talents, for instance, are transmitted from parents to children. I expressly say that we can dispense with it for it cannot be refuted or proved." Therefore, there is no such thing as the direct inheritance of criminalistic tendencies unaccompanied by some physical or mental trait which forms the basis for delinquency. Nevertheless, these basic defects act as an indirect means toward the same end. Their importance in this direction is lost when we find that the very same defects may be found in smaller percentage in the normal, non-criminal population.

Many authors confuse the inheritance of other abnormalities with that of criminal tendencies. It is an established fact that certain types of feeblemindedness, epilepsy, and insanity are inherited, and that these all have a relationship with some kinds of criminalism. It must not be thought that this relationship is necessary, for it does not appear at all in similar cases which have had a training which started early and continued persistently in a normal environment. Moreover, an anti-social tendency may appear in grandparents, parents and children, yet have little or no foundation in inherited traits, but be caused by the same faulty environment.

What is interpreted as inheritance of specific delinquency may be the inheritance of a rather broad trait which potentially might express itself in either good or bad behavior, but results in misbehavior because of the example set by the environment. For example, a child may inherit an excess of physical development, strength and energy. In itself this inheritance is negative. Environment determines whether it will find expression in great good or great evil. From a natural point of view the chances are even, but in human beings there is the added influence of supernatural direction. However, it is a natural thing for the child to express such a nature in a manner similar to that used by the parent from whom he inherits it. Other inheritable traits, such as a bad temper and irritability to a marked degree, make a similar foundation for criminalistic behavior. These two often are themselves evidences of inherited physical characteristics. There is a good basis for believing that outbreaks of violent temper may be an epileptic equivalent. However, by careful training these evidences can be inhibited and even turned to social assets.

Galton, in his "Natural Inheritance," has a study of good and bad temper in English families. He classified the people under the headings, mild, docile, fretful, violent, masterful. But for the fact that he has done some very questionable generalizing, the work is interesting. He found that where both of the parents were good tempered, thirty per cent. of the children were good tempered, sixty per cent. indifferent, and ten per cent bad tempered. Where both parents were bad tempered, four per

** "The Individual Delinquent," Healy: Little, Brown, 1922.

cent. of the children were good tempered, forty-four per cent. indifferent, and fifty-two per cent. bad tempered. He draws the conclusion that this is an unmistakable sign of the heredity of temper. but he is making no allowance for environment and training or the lack of it. Dugdale says: "Where the conduct depends on the knowledge of moral obligation, the environment has more influence than the heredity, because the development of the moral attributes is mainly a post-natal and not an ante-natal formation of cerebral cells." * The foregoing statement is well borne out by work of Freeman, Holzinger, Bobo, Mitchell, and Lorenzen on the conduct of foster children. This report is published in the Twenty-seventh Yearbook of the National Society for Study of Education. A large group of the children who were studied had morally defective parents. In spite of their parentage a minimum of cases of serious misbehavior was found among the foster children. It was also found that the earlier a child was taken into its foster home, the less its danger of being like its true parents.

Another strong argument against the all-powerful heredity myth is the famous story of Pitcairn Island. In a single generation the descendants of the nine mutineers of the "Bounty" were converted to lives of piety by the influence of one man. The community started out in absolute lawlessness and vice. The original members were extremely low types. One by one they killed each other off until only one man remained. He repented of his former life, determined to atone for his wrongdoing by making Pitcairn a model community. He brought up the second generation according to an extremely strict moral code. He succeeded in attaining his aim, and the descendants of his subjects are still living in a morally ideal state.

We are, then, justified in saying that moral character is not inherited, but is the result of training and environment. Each individual must be separately trained in the way he should go. The child of the most highly cultured ancestors is no better equipped than the child of criminals as far as the actual biological inheritance of ethical training is concerned. The consoling fact is that the real difference begins with the social inheritance. In other words, as East says so ably: "Heredity is the exposed film, environment is the developer; heredity is the raw material, environment is the craftsman; heredity is the score, environment is the performer. Better still, heredity is the credit at Nature's bank, deposited for the individual at conception. One has ten talents; a second five talents; and a third one talent. What they do with their endowment depends upon circumstances." *

* "The Jukes," Dugdale: Putnam, 1910.

* "Heredity and Human Affairs," East: Scribners.

Whence Cometh Knowledge?

By W. K. MAIN
Superintendent, Elizabethton, Tenn.

KNOWLEDGE is all about us, but many know it not, for few take the time for an introduction. The smallest blade of grass; the twisted and withered leaf; the most lowly and despised of weeds hold within their unyielding clasp more secrets than a master mind can grasp in a lifetime of intensive study. Yet the average person passes through life knowing but little more how to enjoy its beauties or understand its secrets in the end than at the beginning. The dormant mind has failed to be awakened; the eye has seen but understandeth not. To me the greatest mission, yet the most difficult, of any institution of learning is to disturb the inert mind, open the unseeing eye of all who endeavor to pass its portals—create interest, give inspiration and its purpose has been accomplished one hundred per cent.

Our schools are slowly but surely realizing that the surest and easiest way of awakening minds and opening eyes is bringing students in closer contact with that which they study to give more concreteness and a little less abstractness. Many of our superintendents, principals, and teachers of grammar and high schools now know that a class will learn more about coal in one day at the mine than they will in a year of study on it in a schoolroom; that a day spent in a historical museum with a competent guide would be of more lasting benefit to a history class than a year's study within the walls of a schoolroom. They also know that a boy will learn more about practical arithmetic selling newspapers on the streets for an hour than he will in double that time in the average arithmetic class. Why? It is to his own advantage to learn. Here a mistake means something and he knows it too. He is dealing with things now as they really are. Colleges and universities are beginning to send classes all over the country to study things—things as they exist—things as they are, and for the past two years "Floating Universities" have cruised the world. Many of our universities, I am told, are now giving credit for directed travel. This is a movement in the right direction.

The educational systems of Europe are far superior to ours in placing the student in direct contact with that which he is studying. The chief difference between our system of education and theirs is the one mentioned above, and that of specialization. All over Germany, Switzerland,

Belgium, Czechoslovakia, Austria, France, and England the museums (every village has a good one), galleries, factories, and places of historical interest are crowded with students accompanied by their instructor, who is a specialist in his particular field. I was very much interested in watching and studying more than two hundred boys and girls from a rural section of Czechoslovakia. Dressed in their gayly colored costumes they filled the halls of that great museum in Prague which contains, it seems to me, every thing there is to interest anyone. For four hours they followed their instructors through the rooms of this mighty building. Ever watchful and attentive, giving vent to their curiosity by many questions. When the instructors had finished they gave the whole gang the privilege of roaming wheresoever they pleased. There before all seeing eyes was the development of life, customs, and industry from the dawn of history. Imagine these boys and girls in the classroom after this visit!

In Germany the state owns and operates the railways. The government makes special provisions for the students of any school to travel anywhere in the nation at practically no cost at all. The Germans are fond of hiking, and if the distance is a journey of only two or three days, walking is preferred. The schoolroom is little used. Classes are held on the Alps, in the industrial museums, art galleries or factories.

On boarding a lake steamer in Lausanne, Switzerland, for a journey to the Castle of Chillon, I was very much surprised to find on board two instructors and seventy-five husky boys, all dressed in hiking clothes typical of Europe—short socks, pants which lack about six inches of reaching the knee, heavy shirts and small caps, with an ordinary pack of about twenty-five pounds strapped about their shoulders. They were going to the Castle, also, to study it in connection with Byron's poem. Is it any wonder that the problems which puzzle the school men of America—discipline and truancy—are unknown in Europe?

Knowledge comes with interest. Interest comes when anyone knows that things really exist. Fortunate is the student who has had an instructor during his preparation period that created a burning desire within his breast to learn in full that which he has learned in part.

Not until we have met, talked with, and studied the people of a country will we know their customs, economic conditions, and ideals of life; not until we have seen the masterpieces of art, studied the artists and their environs, and the influence of their times upon them, will we know the world masterpieces as they should be known. I met Shakespeare as never before when I saw his home, sat in his chair, traveled in the enchanting forest in which he killed a deer when he should have not, and saw the thatched cottage of Anne Hathaway, in which the writer spent many happy

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hours. I had never understood Keats and Shelley as I did standing on the brink of their graves in Rome reading the pathetic epitaphs on the marble slabs. My first interest in physics was in a miniature production of the leaning tower of Pisa, but not until I had seen it, measured it, and climbed it could I understand why it was one of the seven wonders of the world. The same holds true with European history, economics and on through the list. We learn in part in school; when we have seen and studied the real, the part becomes a whole.

Do not misunderstand me. A tour of Europe or anywhere else would be of little value without this *part* knowledge. My greatest handicap during my recent travels was lack of this *part* knowledge in history, literature, art and mythology. I bewailed the time that I had whiled away while in college when I could have been getting partially acquainted with things worth while through books or men who knew. But why did I not do this? Somehow I had failed to receive the directions, or failed to get the inspiration.

Schools, as I have said before, can do little more than direct and inspire, but these it should be able to do in full. Create an interest by contact with things as they are.

Travel is not an education within itself. There should be thorough preparation for travel. The best way to get this preparation is by reading widely, and following the directions of those who know. Travel creates interest, thoroughness of knowledge, and the joy of knowing that reality still holds the centre of the stage of life.

Too long have we learned wholly or in part through the auditory organs, thus defying the laws of the Creator who endowed us with the faculties to know as we should know.

Sour Grapes

A Story

By JOHN LISTON

MISS SPRING, for thirty years head of the English department in Clinton, was dead, and conjecture as to her successor was rife. Every one admitted that Miss Wrenn was the natural candidate; for the record of her pupils on the College Board was second to none. She had degrees, she had skill, she had twenty-five years of unimpeachable service to her credit. But Miss Wrenn had no influential friends. In a school where influence was the open sesame she stood alone.

On the other hand, there was Miss Brixton, related by marriage or blood to most of the prominent Liberals in the town. Her qualifications, as far as they went, were also good. Miss Wrenn was unique, of course; and it was only by comparison with her that Miss Brixton's record suffered.

With cynical eyes the town waited to see who would secure the appointment. A few enthusiasts, ignorant of the machinations of politics, believed that righteousness would conquer. In their mind's eyes they already saw Miss Wrenn as head of the department. The cynical eyes won. The town for the first time in years was shocked to find its worst apprehensions confirmed. Miss Brixton was appointed.

* * *

"I want you to pay close attention to this passage, because it's a probable question on the depart—" Miss Wrenn paused in the middle of her sentence as she saw Miss Brixton beckoning from the doorway—". . . on the departmental examination," she concluded.

As she moved from her platform toward her chief she imagined that she felt the curious pitying eyes of her class upon her. But no, no. She must not let her fancies run away with her. The class was probably thinking about everything in the world except her. Ironically she reminded herself that in a town where "drag" counted for everything and ability for nothing, these seniors would have looked at her more curiously if she had received the appointment. Many of them were the children of the very men who were responsible not only for her humiliation, but for the disgraceful drop of Clinton High from third to sixteenth in the rank of the state's high schools.

"I wanted your—uh—advice about the—uh—departmental examination. You see I don't quite know what ground you've covered in class."

As Miss Wrenn gave the list of books she had taken up in class, her mind busied itself with Miss Brixton's changed appearance. Three months, and she was only a wraith of her former self. The tight lips, rigid hands, restless eyes, all gave mute testimony of sleepless nights and harried days. And she was always hurrying. In her dreams Miss Wrenn heard the click-click of Miss Brixton's heels hastening about her multifarious duties.

"And that includes the outside reading." Miss Wrenn made a motion to return to her room, but Miss Brixton seemed to want to say something further.

"Being a departmental head entails much more work than I imagined," Miss Brixton faltered as she caught the steely glance of her erstwhile peer. "I never have a minute to myself any more, and I don't—uh—seem to get anything done in my classes." Her eyes sought Miss Wrenn's, and

their hunted expression was a cry for sympathy.

"That's unfortunate." Miss Wrenn's voice was very formal, her carriage very erect. "Good morning."

It was easy enough to make a bid for sympathy after one had swallowed the plum. Pure hypocrisy! The plum was sweet, not sour. Miss Wrenn was back on her platform. The class was writing its weekly theme, and her mind wandered.

A surge of bitterness swept over her as she considered that her twenty-five years of service had been unrecognized and unrewarded. To pass a woman of Miss Brixton's age right over her head. She could imagine the comments, the knowing smiles, the thinly disguised sympathy that she was receiving. She felt caged, her privacy destroyed, her pride shattered. Some days the futility of everything so beat upon her bruised spirit that she could have resigned, for after all, her savings would enable her to hide her humiliation in some far place. But always the needs of her pupils held her; and besides, she knew that if she couldn't teach she couldn't live.

Her mind wandered further: She thought of Clinton High as it had been five years ago. Even less than that, the school could boast a personnel of real reputation. How few of her former associates were left! How lucky they who, having seen the locusts in the sky, had accepted offers from neighboring towns and cities. Her lip curled scornfully as she visualized the youngsters who had replaced those veterans; sometimes she even mistook them for her own callow pupils. What wouldn't she give if she also had accepted one of the many offers she had declined.

* * *

The school committee was in session and Miss Wrenn was speaking.

"You wish me to act as departmental head in the coming year, gentlemen?"

Aiken, evidently spokesman, nodded.

"Miss Brixton, I understand, is suffering a nervous breakdown?"

Again the chairman nodded, and the other members made little shushing noises of pity for the teacher who had fallen ill at her post.

"With profuse thanks, your kind offer is refused—gentlemen." Miss Wrenn moved deliberately from the room.

Next week the fall term would commence, and Miss Brixton would be supplanted by another aspirant for honors.

Miss Wrenn, for the first time in six months, was free from resentment. The impotent rage that had poisoned her whole being had vanished upon receipt of the committee's offer. Her thoughts had been anything but Christian when she had heard that 70 per cent. of Miss Brixton's pupils had flunked the College Board. At the time

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she had experienced a grim satisfaction in the knowledge that her sometime rival "had bitten off more than she could chew." She understood that this failure was the proverbial straw that had caused Miss Brixton's tension to snap.

Her emotions now were quite different. Rid of her prejudice she realized that departmental headship was not the comparatively simple position it had been in the early days. With some difficulty she found the honesty to admit to herself that there were other reasons than personal ineptitude for Miss Brixton's failure.

As she sat in the living room of her tiny apartment Miss Wrenn was complacent in the security that is tasted only by those who are satisfied with the path they have chosen. Cool consideration told her that hers was not an executive mind, nor could she ever have been happy as departmental head. It had been but chagrin, hurt pride, the feeling that her best efforts were unappreciated that had driven her close to lasting embitterment. She was primarily an English teacher; and, thank goodness, she was the best in the state. Let that be her guerdon.

Teaching Plus

By VIRGINIA SHAWKEY WEEKS
Teachers College, Aberdeen, South Dakota

WE ARE gradually arriving at the place where we are striving to make the schools a real "ideal home" for the kiddies during the six to seven hours of the day that they spend in the schoolroom.

They study and recite the so-called essentials of knowledge which we, as teachers, either help them to understand or give to them as "castor oil." These lessons need not be "doses" bitter to take if we could really be human in the real sense of the word.

Frequently, the room in which the pupils work will contain only such equipment as desks fastened to the floor, and arranged with the traditional straight rows, teacher's desk in front, perhaps a bookcase or shelves in another corner. Alas, too many teachers can see no further change in arrangement.

Why not change the atmosphere of the room by placing the teacher's desk in the rear, at the side, or elsewhere. Each month this "forbidden to touch" piece of furniture can be made attractive with very little expense, a pot of flowers, real or artificial, a touch of crepe paper, or interesting knick-knacks that the children love to see. This brings the children about the desk and affords splendid opportunity for personal contacts with each child from time to time.

A sand table is a bit of indispensable equipment on which the children work out interesting projects. This, of course, will be changed each month. How interesting it is to see the little folks beaming with pride at the results of their efforts. They love to exhibit this particular corner to their parents, friends, and children of other rooms, saying "Come, see our sand table." The work is no longer the "Teachers" work, but "Our." The key of success when the "Our" spirit is developed.

Simple decorations, but worked out in project form, appropriate for each month, will make an earthly "paradise" of the old schoolroom, and children will take delight in coming to school. Curtains or decorations for the windows, little touches of colored paper, plus a little initiative, will do much to enliven the schoolroom that children are wont to call it "our" room.

Teachers! are we so busy with our many subjects that we have no time to be sociable with our pupils? Just try taking the first fifteen minutes before school begins to spend in conversation with your children, you may be surprised to find how gloriously the duties of the day progress, because the children are bubbling over with things to tell teacher, and have had her undivided attention while relating their experiences. Everyone is happy and the day starts out much better because you have taken a personal interest in each child.

Then, let us try the "Golden Rule." Do you appreciate a little praise, even though you have tried and failed? Just remember a little of this scattered throughout the day will do much to change the stale and static atmosphere of one's room. Can you be happy and cheerful and spread that contagiousness throughout the group with which you work? Can you be a pal to each child? Do you send your children home at close of day with smiles? Are they really anxious to get to school each morning and do they think that four o'clock has come too soon each night?

If so, the gaining of knowledge will be a much easier and more profitable process, and you will find that teaching has become not a tedious duty, but a life full of joy and you, too, are really living.

The Value of Examinations

By S. E. WEBER
Superintendent, Charleston, W. Va.

I BELIEVE that examinations should continue to hold a legitimate place in the processes of instruction. I shall eliminate from the present discussion examinations given by outside agencies like the College Entrance Examination Board and the New York Regents. The purposes of such examinations aim to secure standards of more or less uniformity. Teachers of groups preparing for such examinations will continue to bend their instruction to meet their requirements.

Examinations should not be the sole determining factor whether a student should pass or fail. At most, they should not receive more than thirty-

three and one-third per cent. of a student's final mark. At least sixty-six and two-thirds per cent. of a student's final mark should be given to his daily achievement. Such a relative valuation will do away with the notion that examinations are of major importance. They are but additional means to determine a student's ability to show his grasp and comprehension of the work covered. Whether given at the end of the term or at the close of a certain unit of work, their results should be reviewed with the entire group and, in certain instances, with individuals, to the end that such reviews may lead to a clearer comprehension both of the work covered and what is to follow.

Where classes are held to reasonable numbers of students there is no need to set examinations to enable the teacher to determine the quality of work done by students. The teacher should know that in advance of the examination. The whole trend should be away from the idea that the examination is a sort of unnecessary evil we have not yet learned how to discard. The blame for this situation lies largely with the teacher. The examination should not be regarded as an imposed penalty, but it should be looked upon as a privilege voluntarily utilized by students to show a grasp of the subject sometimes unsuspected by either student or teacher. To demonstrate such ability a student should have access to any sources he may utilize for the purpose.

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Get Out of Doors

By EDGAR A. GUEST

Get out of doors—'Tis there you'll find
The better things of heart and mind.
Get out beneath some stretch of sky
And watch the white clouds drifting by,
And all the petty thoughts will fade
Before the wonders God has made.

Go wade a trout stream in the spring,
And brother with the birds a-wing;
Know what it means to wander far,
Your guide the sun or evening star.
Who sleeps beneath the open sky
Soon grows too tall to tell a lie.

Get out of doors. The fields are clean,
The woods will teach you nothing mean.
Who toils beneath the summer sun
Sleeps soundest when his work is done.
If splendid manhood you would know,
Get out where you've a chance to grow.

Read deeply kindly Nature's books,
Familiarize yourself with brooks,
And with the majesty of trees,
The constant industry of bees,
And all that shape the Master's plan—
They'll teach you how to be a man.

—The Kansas Teacher.

Military Training in the Schools

By ARTHUR DEAN

I believe in preparing children to fight and fight hard. And every parent who sends his child to school believes exactly as I do else he wouldn't support, directly or indirectly, public or private education.

Sounds rather militaristic, doesn't it?

We must remember that life, from start to finish, is a fight: a fight against disease, ignorance, prejudice, bad heritages, poor environment, laziness and general cussedness.

Our youth is entitled to be armed against the enemy. In thousands of ways the enemy is strong. He has battalions of trillions and quadrillions of germs to assist him. Under the command of General Dumbbell, the enemy has almost overwhelming forces of physical laziness and mental lassitude. Any time he can call upon his reserves of narrow-mindedness, led by General Cantbedone, with diabolical power to crush any advance youth may make.

The enemy has storehouses galore loaded with the deadliest of ammunition: Poisonous gases of bad inheritance handed down by enemies of progress of a past generation, swift and destructive missiles of atrocious home and civic surroundings; and soul-destroying dirigibles hovering over the welfare of youth and bombing their bodies, minds and souls with filth of words and deeds.

Yes, life is a never-ending battle.

The enemy from within the gates is a million times stronger than any from without. It is to conquer this enemy that we spend our millions in public and private education and sacrifice our personal incomes that our children may be well girded for the battle.

The over-flowing rivers with their freshets, the bugs which infest our plant life, the drought which ruins our crops — all these are our enemies. That is why we have agricultural colleges and schemes for harnessing the waters and why engineers build dams and why botanists study soils and plant life.

Upstanding man is not to be knocked down by the enemy. We harness this enemy and make him work for us or we destroy him.

Years ago William James, the great philosopher, wrote an admirable essay in which he advocated that the youth of our land be trained to fight these persistent enemies. He proposed groups of lads planting forests to prevent floods, building roads for better communication and therefore making for less ignorance, fighting bugs, disease, criminal tendencies and what-not. He called his plan the "Moral Equivalent of War."

When I see a company of school boys marching around with ancient guns and obsolete military tactics in these days of gas, airplanes, dirigibles, machine guns, submarines, I always think of William James and our common enemy within our own gates.

You ask my opinion: Any school that has military (?) training can keep it. Any school system that hasn't it had better let the question be put on the table forever. I say more money, attention and time for vocational training, more public playgrounds, more free psychiatric and social service clinics and more guidance to help youngsters to be bigger, better and wiser.

Let men and women who want war and believe that war is always on the horizon of nations be enrolled in the military establishments. But let the youth of our land be trained to lick their own enemies within our own gates.

War is a man's job; not a kid's affair.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Love—I

The philosopher moved his seat into the shade of the fig tree and stretched out his long legs. "Today," said he, "faint visions flee like pale wisps of cloud before my eyes. They drive on before a high wind, swirling up and over the edge of things and whirling down into the abyss again. They take form. I see low mountains rearing their bald, brown heads, and at their feet I hear golden deserts murmuring softly as the sand flees before the wind, hiding and being harried forth like rabbits from behind the long, curving windows. And now, out of the golden desert, come slender date palms, swaying long-fingered arms in wild abandonment, and the shadows of the palms sweep noiselessly back and forth across the pebbled pavements of a wide court wherein a silver fountain sputters like a happy child in the middle of a lotus-covered pool. Against the lilac of the rubble wall an Arab sits, dark-bearded and eagle-eyed, his head swathed in a white cloth and the dark, long fingers of his right hand caressing the handle of his curved sword. At his feet crouches a beautiful girl, his daughter, and over her slim back and shoulders the violet shadows of the long-fingered palms pass silently as though with love. The man speaks. 'For the fortieth time, I tell you, Dolema, the hand of God has touched him and his. Well do you know he is unclean. Would you have me violate the ancient customs of the land and bring him here? The people would stone me beyond the gates, yes, and you, too. Out of the depths of his great sins this loathsome disease has stricken him. He is abhorred of God.' 'But he has not sinned,' cries the girl. 'He is sweet and clean. From his youth I have known him, followed him about, played with him. All that he knows I know. If he has sinned then I have sinned also, and behold my flesh is clean. See my fingers how they glisten. Is there leprosy on them?' 'Silence!' cries her father. 'Who knows but your very words will bring the spots forth? As for Mahmet, he is as good as dead. Well do you know that he whom the finger of God touches lives no more among men. In the caves must he live, covering his mouth at the approach of men, warning them from afar that he is unclean. But listen,—I have talked of you to the sheik, Efram, the son of a mighty man. He loves you and he is rich. His camels are like hills of sand and the flapping of his tents can be heard from afar off. You shall go forth with him and be his respected wife.' The girl quivers as though her father lashes her with a whip. 'I love Mahmet,' she cries, 'him only shall I wed.' 'Disobedient wretch,' exclaims her father. 'You shall do as I say. Begone!'

(To be Continued.)

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Love—II

The scene changes. The wind has gone down and the tired fingers of the palm hang limp and discouraged from their slender waists. The silver boat of a new moon rocks gently above the village as the hot vapors of the walls breathe up like mist from an open mouth. The scurrying of the sand is still and the desert lies rippled like a tide-abandoned beach. I see the gate on the wall open slowly and Dolema slip forth like a blue smoke fading into the violet shadows of the plain. She flees swiftly up towards the limestone cliffs that are faintly to be seen under the golden prow of the moon. A fire burns close under the cliffs, beckoning her on. A young man sits before it, hiding his desolate eyes with his disfigured hands. Beside him sit three others, of whom one is a woman. The girl steps into the circle of the light. 'Dolema!' cries the young man at sound of her feet rasping on the sand. 'We wondered whether you would come.' 'Could I abandon you,' asks the girl, 'you, whom I love better than life?' The young man groans and the others weep softly, swaying sideways and wringing their hands; 'See!' cries the girl. 'I have brought you wheaten bread and dates and lamb fresh from the fire and oil for your sores. Here, also, is clean linen to wrap up your poor feet against the sand.'

* * * * *

Again the scene changes. Mahmet and Doloma sit upon the highest crag above the caves. 'I know that your heart is pure,' murmurs the girl,—'that you have no hidden sin,—therefore, I look up to God and pray,—and, O my love, I have hope,—is it not strange? Last night, in a dream, I saw a young man. He came and looked at me so gently,—and he smiled. I awoke, dear one, and sat up and stretched forth my hands, but he was gone,—no, not gone, for his dark, understanding eyes are still searching through my soul and his smile still brightens like the dawn. Yesterday I despaired; today I have hope. The world has changed. Today there is a long smile in the sky. Have you not noticed, Mahmet, how the birds sing in the early dawn, and how, where there were no flowers yesterday, flowers blossom by the gray rocks along the road? It all speaks to my heart of love.' 'Aye, love,' cried the youth bitterly, 'I, too, dream and think of love, for in the sky I see the flutter of your blue robes, and in the sand I feel the whisper of your feet, and when the birds sing, their music is only of your making and yet,—the curse is upon me and my youth is cut off even as a withered reed where the water no longer smiles up at the sky.' 'Talk not of curses!' whispered the girl. 'We have come a far way, you and I. No vengeful God gave breath to us. Even in our affliction we are afloat on a great ocean of love. We must cling to that, Mahmet, and believe that when this body of ours has fallen from our shoulders like a robe, we shall front the dawn and smile and see it all as a vast journey where footprints fade out behind us over stony roads into uncounted years.' 'You give me strength, Dolema. I can smile again, but what is that? Lights creep towards us on the leper's trail. Flee, Dolema, flee, lest you be found among us and be stoned by the maddened people in accordance with the law.'

(To be Continued.)

Love—III

Again the scene changes and Dolema crouches again at her father's feet in the hot court where the fountain sputters in the still air. The blue-fingered shadows of the date palms caress her slim shoulders. Outside, the murmur of an angry mob, droning like unhived bees, drowns the silver sputter of the waters falling in the pool. Beside the father stands another Arab, austere, haughty, with head erect and eyes on the shaking shoulders of the girl. 'Cursed be the day that brought you forth,' cried her father. 'Efram is kind to you. It would not offend me if he struck off your head. You are unclean according to the law, for your hand has touched the body of one on whom the finger of God rests in the blistering heat of wrath. Unclean! and yet Efram loves you. Mark well my words! You shall be purified according to the law and flee from this land with Efram. Far away you shall go, leaving that accursed leper alone with God.' The girl gives a low cry and throws out her slim hands to her

father. 'Slay us!' she cries. 'Slay us both! It were better so!' 'Seize her!' cries the father sternly, his dark eyes burning under his white headdress, and purify her according to the law!' At his command the girl springs to her feet. She is agile as a doe. She flees across the court and out through the low door. At sight of her the mob scatters to right and left, fearing the defilement of her very touch. Straight onward she races, through the city gates and out onto the rolling plain. Her eyes are on the leper cliffs and the swallow is not swifter in its flight to them.

* * * * *

And now there is a softer radiance in the vision that I see, as though the sun rises through misty clouds of pale gold out of which the leper cliffs loom soberly. Along the base runs the long, twisting, whip-like road. There is a silver dust upon it on the way from Nazareth. People crouch in angry silence beneath the cliffs. Their right hands cover stones, and there right arms are crooked to throw. Efram stands facing the scowling throng, his purple robe upheld in his right hand like a shield and behind it Mahmet stands like a stag at bay with the girl clinging to his neck. There is blood on the forehead of the leper and there is blood, also, on the swarthy cheek of the stately Arab.

(To be Continued.)

Love—IV

'Listen to me,' cries Efram. 'Vile dogs that you are! Listen to me or I shall loose on you the strong arms of my many men and tear you limb from limb. Dolema shall not die at your hands. She has done no wrong.' 'The law! the law!' scream several voices. 'Is it the law that you shall shed innocent blood?' 'Behold her!' says a leader of the mob as he steps forward, 'she hangs to the leper's neck. Unclean as she is, we have seen her in the village. Are we to tolerate this thing and bring down on all of us the curse of God?' 'She shall be brought before the priests in due course,' answers Efram, 'but not a stone shall strike her from your hands.' The silver dust on the long road from Nazareth has drawn near. Out of it comes the form of a young man clad in a workman's garb. Wild cries rise up from the disordered mob. 'Stone them all!' is the incessant shout. 'The law! Who shall withstand the law?' A rain of sharp stones begins to fall upon the stalwart figure of the Arab. Raising his robe higher in his right hand he looks down upon the angry faces of his foes with a calm smile. A rock strikes his temple and he falls slowly forward on his face, his red blood reaching out slowly beyond his head among the sands. Uncovered by his fall Dolema and the leper stand revealed. No longer does the girl cling to the young man's neck. With unlifted head she faces the mad crowd. There is a radience about her that stays the stone-laden hands in mid air. 'Cast now your rocks, you wardens of the law! Cast now your rocks! He has fallen, whose heart knew only love. Where he has led the way, Mahmet and I can follow, for the trail is made holy by his feet. Cast now your rocks! Think you, you can destroy love? Efram has answered you and I answer also. Behold, there is a higher law! Today flowers blossom about your feet where no flowers gladdened the air yesterday. Mark you how the birds sing. Love is the other and the higher law that you know not of. Cast now your rocks!' But no one cast a rock. Men glanced at each other out of the corners of their eyes. 'What is this we see?' said one. 'Behold, her face shines as the sun.' 'The seven rays shoot forth above her shoulders,' cries another. 'Let us be gone, lest in lingering we fall foul of the vengeance of an unknown God.' When they had faded into the tawny silence of the desert the eyes of Dolema fell upon the stranger standing on the road to Nazareth. She trembled and called out, but the young man passed slowly by, clothed in the radiance of the dust that rose like a silver mist above the road.

(To be Continued.)

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Love—V

"And now," said the philosopher, "I come to a scene that might well be left untold, and yet I cannot pause, for the gray clouds swirl and the dust of the desert takes strange singing shapes as though the scythe of great wings feathered in white, criss-crossed as of gulls homing to a lone rock upon the sea. Dolema stands looking with awe-stricken eyes upon the stranger in the silver dust, but Mahmet turns his hands over and over before his eyes. They glisten in the sun. He feels his fingers, his eyes wide with the wonder of this thing. 'Dolema!' he shrieks. 'The curse! The curse has gone! Behold my hands! My hands! My fingers! Clean! I am beloved of God once more!' And out of infinite space a whisper seems to grow, saying amid the jostling of the white wings: 'Love giveth Life forever and ever and ever.' And the two stand and wonder and the girl says: 'Love giveth Life, but Efram is dead.' But the youth says: 'Love giveth life even as it changes form. The spirit of Efram shall never come nigh unto the desolation of death.'

* * * * *

And now the scythe of the moon is over the cliff again where the lepers dwell. Dolema and Mahmet stand on the cliff's edge and the moon is caught in the maiden's hair like a golden band. She speaks softly. 'There stood a stranger in the road close by,' she said. 'What road?' asked Mahmet. 'The road to Nazareth,' answered the girl. 'Let us go down to Nazareth,' said the youth, 'and show ourselves to the priests.'"

The philosopher sighed. "Ask me no questions," he said wearily. "I have told you what I have seen. Still do the words ring in my old ears,

"'Love giveth life.'"

Gladness of Nature

Is this a time to be gloomy or sad,
When our Mother Nature laughs around;
When even the deep blue heavens look glad,
And gladness breathes from the blossoming ground?

—William Cullen Bryant.

EDUCATION IN ACTION

Heads University Of Chicago at 30

Appointment of Robert Maynard Hutchins as president of the University of Chicago has been announced by Harold H. Swift, president of the board of trustees. Mr. Hutchins, who is dean of the law school of Yale University, is the youngest president of any major American university. He was thirty years old last January. Two years ago he succeeded Thomas W. Swan as dean of the Yale Law School. He is the son of Rev. Dr. William James Hutchins, president of Berea College, Berea, O. The new University of Chicago president is a graduate of Yale, class of 1921. Two years later he was elected secretary of the university. He prepared for college at Oberlin Academy in 1915, where his father was then professor of homiletics in the graduate school of theology.

More Serious Reading Urged

Dean Christian Gauss of Princeton, guest of honor at the Yale Daily News annual banquet, urged Yale undergraduates to read more serious literature instead of that recommended by the crime club. He also confirmed the recent statement of the Yale Daily News that there is more drinking in American colleges than before prohibition went into effect. He also said that because of the prevailing American disinclination toward exertion he is not inclined to believe that the talkies will succeed in comparison with the movies.

Pie, Tea, Coffee, Barred for Pupils

Pie, which once headed the list of American gastronomic delicacies, but which lately has fallen somewhat into disrepute with the advent of scientific eating, received another blow to its prestige recently when it was banned by Superintendent of Schools of New York City William J. O'Shea in all grade school lunch-rooms controlled by the Board of Education. Into the limbo of forbidden things, along with pie, went tea and coffee, which the Department does not consider nourishing beverages for young children. For them Dr. O'Shea has substituted cocoa, which the lunch-room operators must serve in the cold months. In warm weather it is optional. Hot dogs, while not specifically banned, are not expected to remain on the bill of fare offered to the community's future citizens, as it is known that the Department does not regard the lunch-wagon's gift to the American people as wholesome food. Dr. O'Shea emphasized the point that concessionaires will be requested to give pupils fair food value for the money expended. It is expected that the new regulations will make the cost of a nourishing lunch somewhat cheaper than it has been.

Advises College Girls Not to Work Way

"Working your way through college is not a good thing in itself, but a bad thing," declared Dean Virginia Gildersleeve of Barnard College in a recent talk over the radio. Miss Gildersleeve, who directed her remarks to the woman student, said that a student working ouside to gain a college education does not have enough time to do good work in her studies and is likely to injure her health. She advised those whose parents could not afford to send them to college, to work their way through "partly by earning, partly by borrowing and partly by winning scholarships." She warned her listeners not to come to college penniless, but to spend two or three years after leaving high school in earning and saving money so the first year in college can be spent without doing outside work.

Formation of Inter-American Education Federation

Dr. Glen Levin Swiggett, organizing secretary, announced that the formation of an inter-American federation of education associations was definitely assured and that a preliminary organization conference would be held in the summer of 1930 at a Latin-American capital. The movement, sponsored by the National Education Association, has been under way for some time. Among the countries participating in negotiations looking to the establishment of the inter-American federation are Argentina, Brazil, Costa Rica, Cuba, the Dominican Republic, Guatemala, Honduras, Mexico, Panama, Peru, the United States, Uruguay, Bolivia, Colombia, Chile, Ecuador, Salvador, Nicaragua and Paraguay.

Working Students Draw Low Grades

Ten per cent. of the failures of undergraduates at the University of Chicago are caused by extra employment outside of school work, it is revealed by a survey conducted by Dean George R. Moon among students placed on probation for poor scholastic grades. Student activities and social endeavors, on the other hand, take a toll of less than one per cent., the analysis showed. Although many students who earn their own livings maintain high grades, the effort required is too strenuous for some, Dean Moon found. The study revealed that many lived in districts of Chicago distant from the university and Dean Moon attributed approximately as many failures to excessive time required for transportation as to the better-known evil of over-participation in athletics, publications or fraternity affairs.

Sex Questionnaire Ousts Two Instructors

H. D. Powers, head of the psychology department of the Oklahoma Baptist University, Stillwater, Okla., and Bernie O. Wells, an assistant instructor, have been discharged from the faculty of the university because of a sex questionnaire they were having printed in the university print shop, Dr. W. W. Phelan, president of the school, announced. The questionnaire, Dr. Phelan said, was similar to the one which caused the discharge of faculty members at Missouri University several weeks ago. The pamphlet was a "vile set of questions" on sexual life and one of the "most un-Christian sheets of writing" he had ever seen, Dr. Phelan said. It was "not fit to be distributed in any school, and especially among boys and girls who had no matured basis for considering the questions," he added. Dr. Phelan discovered several days previous that the questionnaire had been sent to the print shop, but delayed action until he had thoroughly investigated the source. He said he then discharged the two faculty members.

College Course Aims At Bolstering Homes

Happy homes by mail is the subject of the new University of Wisconsin extension course on home making. Miss Juliet Lita Bane, former president of the American Home Economics Association, director of the university extension work in home economics, prepared and directs the course. The instruction matter is intended, according to the bulletin explaining it, "to keep the home safe from the influences that wreck one home in every six and destroy the peace of many others."

Three-Year Survey Of Secondary Education

The Federal Bureau of Education is entering upon a three-year survey of secondary education in the United States. Through facts gathered and disseminated through bulletins and the press, the Bureau hopes to stimulate a better informed public opinion which will, in turn, materially help educators and school authorities to find solutions of their own local problems. The Bureau of Education has latterly conducted two surveys, one of Negro colleges, the results of which have just been published, and one on land grant colleges, the results of which are still to be correlated. The forthcoming survey, for which $225,000 has been appropriated, Dr. William J. Cooper, commissioner of education, regarded as the most important yet undertaken because, though it would be more costly than the others, it lay closer to a larger number of people than any other problem hitherto touched by the bureau.

Colonial Teachers Paid $100 a Year

Colonial laws in New England provided for public schools, but teachers were hard to get at the very low wages offered, according to a survey conducted by the Bureau of Labor Statistics. Wages were paid partly by the town and partly by a per capita tuition fee. In the very early days the best-paid teachers averaged less than $100 a year, while the women who taught the "dame schools" for the youngest children averaged as low as ten shillings ($1.67) a year. School teachers in early America had neither the social nor the economic status which attaches to the profession nowadays. Dedham, Mass., had a "free school" supported wholly out of tax funds before the colonial law was passed, and paid the schoolmaster twenty pounds ($66.80) per annum. There was, however, no uniformity in the salaries paid to schoolmasters by the different towns. At this time Essex was paying only fourteen pounds ($46.75) and Watertown thirty pounds ($100).

Ideal Education School Ten-sided

Establishment of a College of Journalism and a College of Parenthood are among the provisions advocated for an ideal new school of education built on the latest educational philosophy and theory, in a report by Dr. George S. Counts, professor of education and associate director of the International Institute of Teachers' College, Columbia University. Professor Counts was assigned to report on the question, "What Is a School of Education?" His answer is ten different colleges which he would include in such a school. The other colleges which Dr. Counts lists as a part of the real School of Education include the College of Teachers, the College of Religious Education, the College of Library Service, the College of Dramatics, the College of Exhibits and Excursions, the College of Recreation, the College of Adult Education and the Institute of Research and Synthesis. Declaring against the narrow conception of the function of a school of education and of education in general, Professor Counts says that "We are coming vaguely to realize that education is probably the main business of life, but we shall not see this truth clearly until the many diverse educational agencies are made conscious of each other and are brought together into some sort of institutional federation." This changed conception, he adds, is made imperative by changing social conditions.

Canadian Teachers Decide Not to Strike

Mollified by the promise to the Provincial Government to appoint an independent commission to thoroughly probe the whole question, the teachers in the public schools of Prince Edward Island have called off their threatened strike and have resumed their teachings in the schools of the Province. The commission, which will investigate to the full the matter of salaries paid to Prince Edward Island teachers, will be headed by Dr. Cyrus MacMillan of McGill University, Montreal, and will comprise two other members, one to be named by the teachers and one by the Prince Edward Island Government.

Canadian Histories Unfair to Indians

Charges that the history book authorized for use in the Ontario schools was unfair to the Indian population of the Province were made at the final session of the Ontario Educational Association by Major O. M. Martin, a public school teacher of East York, who is a full-blooded Indian. "I am first of all a Canadian. But I am also a North American Indian," said Major Martin, "and I am hurt when I have to teach children in my school, according to this history, that the Indians who inhabited this country when the white man came were a very low race of savages." Such statements, he contended, served only to create a prejudice against Indians of the present generation. The members of the public school section unanimously adopted a resolution instructing a committee to appeal to the Premier, Howard Ferguson, for amendment of those sections of the history book referring to the Indians.

Employee School Aids Boys to Rise

How industrial apprentices have been enabled to rise to positions of responsibility through the training given in employee schools is disclosed in a report just made by George G. Cook, educational director of the Westinghouse Lamp Company in New York City. Chief draftsmen, foremen of manufacturing divisions, machine experts, machine shop foremen, tool makers and machinists in the employ of the company include graduates of the Westinghouse Apprentice School, the report shows. The company affords training to young men between sixteen and eighteen years of age. They serve a three months' probationary period, after which they contract for two years and nine months of apprenticeship training. They receive regular apprentices' wages during the period and work under expert supervision. More than fifty per cent. of the apprentice graduates between 1921 to 1928 are still with the company, Mr. Cook said.

THE ARLO BOOKS

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The Cobbs have competition! A third grade in Durham, N. C., has just sent us another chapter to be added to CLEMATIS. Their teacher writes us:

"The children are always so genuinely interested in your books that I feel as if I know you already. A third grade has just finished reading CLEMATIS, and when given the opportunity of commenting on the book, many of the pupils said: 'I wish Clematis was much longer!' Or, 'Tell Mrs. Cobb to write another book about Clematis!' As a result I have allowed them to add a chapter to your story."

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Homework Favored, Survey Data Show

Parents, pupils and teachers are united in support of elementary school home work, in principle, according to a triple questionnaire by the New York City Teachers' Union Auxiliary. Miss Minnie Obermaler, principal of P. S. 102, Manhattan, reported that answers of the three groups interested indicated that, with certain qualifications, the advantages of the practice of home work far outweighed the disadvantages. The questionnaire conducted recently by the principal consisted of three separate parts addressed to teachers, pupils and parents. Fifty-seven teachers were queried. Twenty-eight of the higher grade instructors favored home work "with moderation." Half of the twenty-four teachers who had charge of younger children, who have now been relieved of all home work, said that "a little home work is a good thing." Some of the reasons given by those who opposed home work were that the "child is confused by different methods of teacher and helping parent"; that it caused "friction in home"; "breeds distaste for work"; "takes time from recreation," and others. Those who approved of home work declared that it "makes for responsibility, self-reliance and initiative"; "enables parents to keep in touch with children's activities," and "keeps them off the streets." The children's questionnaire was participated in by 120 pupils, not specifically selected. The majority favored home work, mainly for the reason that it helps in reviewing school work. Similarly, the parents showed a majority in favor of assigned work. Of a group of 473 parents, only forty-six opposed assignments. It was said that Dr. O'Shea's new rules had not solved the problem, but were merely "a beginning."

School Trustees Protect Endowments

County school trustees of Idaho have formed a state-wide organization for the protection of educational endowments of the State. The announced purpose is to promote the investigation of all endowment resources of the state and the future protection of the same for the benefit of present and future citizenship of Idaho.

Addresses Made To Parent Associations

More than 1,600 talks on parents' problems were given last year to 80,000 parents and teachers, including presentation before twenty-three state conventions, according to Newell W. Edson, chairman of the social hygiene committee of the National Congress of Parents and Teachers.

TREND OF THE TIMES

FIRST CLASS passages across the Atlantic by any line have not in ten years attained the pre-war level. This curious fact was brought out at the annual meeting of the board of directors of one of the leading lines.

STAGE FRIGHT is not induced by the fear of facing a crowded audience as has been generally supposed. An investigation has revealed that actresses, actors, music-hall artists, and even statesmen who appear before the public without the least sign of stage fright, become extremely nervous when standing alone in a room and speaking into a microphone by which their words were broadcast. Thus, contact with the audience has nothing to do with stage fright—but what is it that has?

BUSINESS CYCLES have not been completely "ironed out" in the United States, although the nation has not had a "genuine boom" in business at large since 1919, a commercial crisis since 1920 or a severe depression since 1921, according to Dr. Wesley C. Mitchell, professor of economics at Columbia University. He contended that business cycles were likely to continue and that we are now passing through such a cycle, which began in January of last year.

RELIGIOUS CENSUS for 1928 compiled by the Christian Herald shows that churches in the United States gained 1,115,000 new members for the year, almost twice as many as they gained in 1927. The Baptist Church leads in the gains. Its fourteen branches show a combined increase of 375,842 new members; the Roman Catholic Church is second, with 360,153 new members, and the Disciples of Christ third, with 173,093. All other gains were under 100,000.

"THE GREAT development of the future in medicine, as I see it," says Sir Arbuthnot Lane, one of Britain's foremost physicians and surgeons, "will lie in the scrapping of present ideas and the concentrating upon keeping people fit and enabling them to build up physical power and energy to resist disease. There is evidence that the change is already imminent. More and more doctors are beginning to realize that it is archaic folly to treat only the sick."

LARGER PLANES driven by four motors will be the next step in passenger air transport, according to Colonel Charles A. Lindbergh. Development of larger planes will include room in the fuselages for comfortable sleeping quarters, he said. The four-motored plane would have advantages over the tri-motored transports in that there would be less noise and less vibration, he asserted.

MISUSE of traffic control devices is causing public disregard for their meaning in many cities, the American Engineering Council finds after a survey of traffic conditions in 104 American cities. Many cities, they found, place traffic control devices without any adequate study of the conditions which their use is intended to improve and others were utilizing traffic control devices at places and times not justified by the circumstances. The result is a disregard of all traffic signs and devices, it was said.

AMERICA'S PROGRESS to a position of world leadership in industry, finance and trade has been studied during the last six or seven years by foreigners and their opinions have been collected by Dr. Edwin F. Gay, a director of the National Bureau of Economic Research. Some points cited are: 1. Unrivaled natural resources. 2—Scarcity of labor and high wages. 3—Machinery. 4—Great domestic markets. 5—Management and organization. 6—Improved industrial relations. 7—Open-mindedness of American management. 8—Mobility of the individual.

BRITISH TEA TAX has been repealed by Winston Churchill, Chancellor of the Exchequer, thereby saving the taxpayer $30,000,000 annually. Although few realized the tax was in existence, amounting to but eight cents a pound, what the tea drinkers are saving will be paid for by the smokers, beer-bibbers and whiskey-drinkers of the realm. This is what is meant by the spirit of compromise, an aptitude for which is allegedly one of the fulcrums of British power and prestige.

REAL HICKS of the United States were in the big cities, declared Mrs. Rugh Hanna McCormick, member of Congress from Illinois, when she asserted that the small towns had developed more writers, opera singers, sculptors and painters than the great cities. "Big cities," she said, "have their art galleries and their museums, but only because some wealthy benefactor provides them. In the smaller towns there is a much more genuine and more general artistic development."

The BOOK TABLE

GROWTH IN SPELLING. Book One. For Grades Two, Three, Four. By Edward L. Thorndike and Julia H. Wohlfarth. Book Two, Grades Five, Six, Seven, Eight. By the same authors. Yonkers-on-Hudson, New York: World Book Company.

Teaching children to spell all words promptly and correctly as they write is given as scientific attention here as has ever been given to teaching music or drawing. This is a famous departure in textbook making.

It is quite a strain on the imagination to think of Dr. Edward Lee Thorndike interesting himself in details, but a critical study of these books, lesson by lesson, satisfies any one who knows Dr. Thorndike's habit of mind that, however much of the detail Julia H. Wohlfarth did, the thought of Dr. Thorndike is in every phase of the development of the plan.

In this day of a multitude of texts on all subjects here are two books that have never had any forerunners. It is the greatest surprise in schoolbook making of many a moon.

It would be a waste of time to try to describe these books. In the first place it would be impossible, and what is more to the point, every one interested in the teaching of spelling will see these books for himself.

THE CHILDREN'S OWN READERS. Books I-VI. By Mary E. Pennell, formerly assistant superintendent, Kansas City, Missouri, and Alice M. Cusack, director of Kindergarten and Primary Grades, Kansas City, Mo. Illustrated by Marguerite Davis. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco, London: Ginn and Company.

There is more professional ingenuity in the creation of a series of school readers than in anything else in professional education, and there is no other educational publisher's adventure that is as sure of a profitable return because there is a limitless market for supplementary readers as well as for basal readers.

"The Children's Own Readers," Books One to Six, are an ambitious creation. First thousands of children from all sections of the United States were asked through their teachers what questions they would like to have answered.

These questions were answered by expert story writers and classified as to their adaptation to grades one to five.

Then these stories and other lessons that were attractively related to these grades were grouped and brilliantly illustrated so that each of the five books is really made by and for more than five thousand school boys and girls of all the states of the Union, who had a part in their creation and a vital interest in the books they read.

Each book is an especial creation as it has to be to be adapted to the age, tastes and activities of boys and girls of the age for which the lessons are prepared. In Book One the interest of the little people is intensified by a wealth of fascinating illustrations, and there are abundant exercises to have the child do things and think quickly about the lessons he is to read and those which he has read.

In Book Two the lessons pass naturally from the interests of the child in himself to his social relations and community activities, with especial emphasis upon interest in animals as he knows them.

In Book Three the lessons advance to greater interest in animals and broaden the reading interest in new experiences through travel and study. The United States and some other countries are of chief interest, especially the story of some famous leader and thrilling events and adventures.

In Book Five everything has been introduced because the pupils ten years of age have all sorts of ambitions, to do new things, to plan for themselves, and know much more than ever before about things that older boys and girls are talking about. They must be led to feel that the lessons are ahead of their own thinking.

In Book Six the students are turned loose in real literature in such a way that they enjoy a new sensation of independence in reading what their high school brothers and sisters are reading.

THE SEWING BOOK. By Blanche E. Hyde, Century Vocational Series. Edited by Charles A. Prosser. Cloth. 348 pages, 6 by 8 inches. New York and London: The Century Company.

It would be difficult to find a combination of talent, training and experience for any service more complete than that of Mrs. Hyde of Colorado Agricultural College, whose early work was director of Home Economics of Newton, Mass., later head of Department of Home Economics of the Newton Technical High, making Newton famous for its vocational work of girls. In those days Dr. Charles A. Prosser was deputy state superintendent of schools of Massachusetts, magnifying the introduction of all phases of vocational work. This is interesting to us as one of Dr. Prosser's notable achievements as editor of one of the most important Vocational Series of texts in the country is this, by far the most scientific and usable Sewing Book.

Since her Massachusetts experience Mrs. Hyde, now in Colorado College, has been on the faculty of George Peabody College for Teachers.

SEEING SOUTH AMERICA. By William B. Guitteau, Ph.D., and Nevin O. Winter, Litt.D. Cloth. Evanston, Illinois, New York, Philadelphia and San Francisco: Row, Peterson and Company.

It is now a vital part of any child's education and an essential part of any public-spirited citizen of the United States to be actively interested in every country in South America.

Every intelligent citizen of any country on the globe had a thrill of admiration of Herbert Hoover when he thought that he needed to know South America before he was inaugurated as President of the United States.

Every school, public and home library should have every recently published schoolbook on South America. These recently written books on the history, geography and life in South America have a new charm, a flavor adapted to the present relationship of all countries in the New World.

Books Received

"The Psychology of Religious Awakening." By Elmer T. Clark.—"Far-Away Hills." By W. Harper and A. J. Hamilton.—"Helps for the Teacher." By Harper and Hamilton.—"Modern Life Arithmetics." Six-Book Series, Books 1, 2, 3, 4, 5, 6. By John G. Fowlkes and Thomas T. Goff.—"Buried Treasure." "Treasure Trove." By Sophie McEntyre and Marietta Voorhees. — "Work-Test Manual in American History." By W. A. Butcher. New York: The Macmillan Company.

"Health and Physical Education." By A. F. Myers and O. C. Bird.—"Adventures in Reading." Fourth Year, Fifth Year, Sixth Year. By E. E. Smith, O. Lowe and I. J. Simpson. Garden City, L. I., New York: Doubleday, Doran and Company.

"Protestantism in the United States." By Archer B. Bass. New York: Thomas Y. Crowell and Company.

"Practical Speech-Making." By E. DuBois Shurter and C. A. Marsh. Boston: Houghton Mifflin Company.

"How to Wind Direct-Current Armatures." By W. E. Hennig. Milwaukee, Wisconsin: Bruce Publishing Company.

"The City School Board Member and His Task." By Edgar Mendenhall. Pittsburg, Kansas: College Inn Book Store.

"The Rhyme and Story Second Reader." By Etta Austin Blaisdell. Boston, Mass.: Little, Brown and Company.

"De La Vida Norteamericana." By Antonio Heras. Boston, New York: Charles Scribner's Sons.

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GRINS BETWEEN GRINDS

More to the Point

"What are you doing that for, mother?" asked little Norman as he saw his mother sterilizing the dishes that came from the sick room.

"Because, dear, poor daddy has germs and the germs get on the dishes. I boil the dishes and that kills the germs."

Norman turned this over in his mind for a minute or two and then inquired: "Mother, why don't you boil daddy?"—Boston Transcript.

A New One to Him

Some years ago I watched a sign-painting genius while he put the final artistries on a masterpiece: "Ladie's and Gent's Restaurant."

"Pardon my inquisitiveness," said I, "but why do you put the apostrophe before the s?"

"The which before the what?" he questioned courteously.

"The little curly-tailed mark after that e and that t. Some call it an apostrophe."

"Posserphe, is it? Well, young feller, I seen and I make that dingus a hundred times, and I never knew that it had a name. Posserphe! That's a good one; I'll have to spring it on the gang. Some painters always paint it after the s, but I always put it before the s, because I think that it looks more artistic there. Otherwise, it don't make no difference where you put it."

Dual Purpose

"Chicken, suh," said the old Negro sage, "is the usefulest animal dere is. You can eat dem before dey is born and after dey is dade."

Picked the Wrong Sport

Convict (reading newspaper)—"Dere's justice for yer! A football player breaks two men's jaws and another man's leg and is de lion of de hour, while I gets ten years for only stunnin' an old guy wid a black-jack."

Or An Autoist

Inscription on a tombstone: "Here Lies an Atheist All Dressed Up and No Place to Go."

Yes, Indeed

Somebody has discovered in the Himalayas long-legged sheep that can run forty miles an hour. It would take that kind of a lamb to keep up with Mary nowadays.

A Budding Naturalist

Lily had begun to learn natural history. Her father questioned her.

"Let me see, where do figs come from?"

"From fig trees," replied Lily.

"And lemons?"

"From lemon trees."

"And dates?"

Lily thought a moment before she replied: "From calendars!"

Ha, Ha!

Jones: "Have you seen one of those instruments that can tell when a man is lying?"

Smith: "Seen one? I married one!"

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JOURNAL MAIL BAG

Training Courses for Teachers of Hard-of-Hearing Children

Editor, Journal of Education:—

Last summer there was only one place where those who wished to become teachers of hard-of-hearing children could go for this special type of training—and that was at Cleveland, where the Federation gave for the first time a special training. Seventeen candidates successfully completed the course. This year the Federation will not enter this field of education, but is referring inquiries for such training to the following centres:—

Burlington, Vermont:

The New England School of Speech Reading, summer session, July 1-August 12. Miss Ena G. Macnutt, teacher. Inquiries now to be addressed to the school, at 175 Dartmouth street, Boston, Mass.

Cleveland, Ohio:

Western Reserve University, summer session, June 24-August 2. Miss Olive A. Whildin, teacher. Inquiries to be addressed to the Registrar, School of Education, 2060 Stearns Road, Cleveland, Ohio.

Los Angeles, California:

University of California, summer session, July 1-August 10. Miss Martha E. Bruhn. Inquiries to Assistant to the Dean, Room 710, Hill-street Building, Eighth and Hill Street, Los Angeles, California.

New York City:

Columbia University Teachers' College, summer session, July 8-August 16. Miss Estelle L. Samuelson. Inquiries to New York League for the Hard of Hearing, 480 Lexington Avenue, New York City.

St. Louis, Mo.:

Central Institute for the Deaf, 818 South Kingshighway, June 24-July 24, by the faculty of the school.

University of Nebraska:

Miss Emma B. Kessler.

As our records, though incomplete, show that more than seventy-four cities or towns are testing the hearing of school children by the newly developed 4-A Audiometer, and that only forty-four of them are at this time offering lessons in lip reading to hard-of-hearing children, aside from the instruction offered in schools for the deaf, it will be readily noted that the demand for teachers of this special group of children is steadily increasing. Training for a teacher of hard-of-hearing children is very different from that of a teacher of deaf children. It might also be added that names of additional owners of the 4-A Audiometer are continually being added to our list.

Very truly yours,
Mrs. James F. Norris.
405 Marlborough Street, Boston.

My Kingdom For an Essay Contest!

Editor, Journal of Education:

Won't someone please start an essay contest! It has been two whole days since one of these educationally objectivated, differentially motivated enterprises has parked its announcement in our mail! The interim is unprecedented, the suspense intolerable in these latter days.

Already we hear the wasp-like buzzing of myriads of our clientele; we are loafing, not enough to do to justify our municipal tree-top salaries. We pace the corridors of our building, to and from the shop, the gym, and the cafeteria; we yellow the clock with searing glances; what shall we do to pass the time and convince the taxpayers we are busy? There is no essay contest.

Ah! An idea! The daughters of the Pan-Hellenic Union and the Sons of the Gobi Desert Lost have neither yet contributed a contest. A suggestion and they will be off! What a relief!

Surely our teachers of Social Studies will appreciate these contributions in the dear name of Education. Sticky eyes, drooping jaws, and crescent mouths betray their sleepless nights when they are forced back on their own resources in essay production and propagation. Verily, the Lord provideth!

A Massachusetts Principal.

Exhibit at Exposition

A special exhibit has been prepared by the Bureau of Education for the Hispano-American Exposition in Seville, Spain, which will continue for approximately one year. The purpose is to convey as complete a picture as possible in the limited space available of educational developments in the United States. A leaflet printed in Spanish and in English will set forth the function of the National Government in education, and the philosophy, organization, and characteristic features of education in this country. The exhibit includes handiwork of school children, pictures, and models illustrating school practices, and bulletins of the bureau on health, safety, and adult education. A conspicuous feature is a model of Froebel School, Gary, Ind., showing buildings, grounds, and recreational activities of pupils.

Books for Chile

A package of English books sent by students of Goucher College, Baltimore, Md., to a normal school in Santiago, Chile, is expected to inaugurate an intellectual exchange between the two institutions. The plan had its inception in a Latin-American program given at Goucher, in which a young Chilean teacher, now studying at Columbia University, took part.

Language Requirements

English is a requirement for entrance in 331 colleges and universities. A foreign language is required by 75 per cent. of the colleges, Latin or Greek, or both, are required by 9 per cent. of the institutions. Forty colleges, or 74 per cent. of the women's colleges, require Latin as one of the foreign languages to be offered. Mathematics is required by 96 per cent. of the colleges reporting.

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